

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Eastbrook Primary Academy
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	81 (20%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	2021
Date on which it will be reviewed	Throughout the year Formally reviewed July 2022
Statement authorised by	Natalie Naylor
Pupil premium lead	Natalie Naylor
Governor / Trustee lead	Jenny Holter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 107,600
Recovery premium funding allocation this academic year	£12,035
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£119,635

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

At Eastbrook, we believe that every child should have access to high quality education and opportunities to learn, though a wide range of experiences regardless of their background. Our main aim to ensure our pupil premium achievement is in line with their non-pupil premium peers. Here are our intended outcomes for the year:

1. To diminish the attainment gap between disadvantaged and 'other' pupils at the end of EYFS
2. Reduce the gap in attainment at the end of KS2 for pupil premium children to be at least in line with national 'other'
3. For pupil premium children to pass the phonics screening check in Years 1 and 2 or make at least 10 points progress from their Phonic baseline
4. Improve the academic attainment of pupils, including pupil premium children, impacted by the 2020 and 2021 lockdown.
5. Increase parental engagement in their children's learning for families eligible for pupil premium funding
6. Increase accessibility of out-of-school experiences for pupil premium children

How does your current pupil premium strategy plan work towards achieving those objectives?

Key priorities are outlined as a school with a particular focus on how best to support disadvantaged children. These include known challenges that can affect the attainment of pupils (see below). Understanding the school resources and how the funding can be used to diminish the gap is imperative. Research has been drawn upon to evidence why the chosen interventions would be suitable. The objectives above can be achieved in the following ways:

To diminish the attainment gap between disadvantaged and 'other' pupils at the end of EYFS

- Access to quality first teaching in EYFS and opportunities to part take in all aspects of the curriculum
- Interventions for EYFS children to narrow the gap between PP and non-PP children
- Staff CPD and sharing of effective practice

Reduce the gap in attainment at the end of KS2 for pupil premium children to be at least in line with national 'other'

- Whole school focus on Early Reading and Maths Mastery. This includes professional development for staff and moderations throughout the year to ensure judgements are accurate
- Use of interventions throughout the year to support identified pupils

For pupil premium children to pass the phonics screening check in Years 1 and 2 or make at least 10 points progress from their Phonic baseline

- EYFS/KS1 focus on Early reading and implementation of the REAch2 Staple diet approach. This includes professional development for all staff

- Access to decodable books matched to the phonic phase to enable children to apply what they have learnt
- Regular reading with an adult for children who are not at age-related expectations
- Targeted interventions for children who are not yet at age-related expectations
- Reading workshops for parents to attend to support their child with reading at home
- Small phonic groups to maximise progress within lessons

Improve the academic attainment of pupils, including pupil premium children, impacted by the 2020 and 2021 lockdown.

- Regular pupil progress meetings to identify pupil premium children and discuss actions required and to monitor the impact
- Development of curriculum leaders to monitor subject and identify gaps in learning
- Reading leaders to ensure No-nonsense spelling programme and Rainbow spellings are implemented effectively and monitor the impact in lessons and books
- Action Tutoring to work with pupil premium children in Year 6 and Year 5 in the summer term

Increase parental engagement in their children's learning for families eligible for pupil premium funding

- School to organise opportunities for parents/carers to engage with the school (reading workshops, readings mornings etc) alongside existing approaches for developing communication
- Parents have access to the School Link Assistant

Increase accessibility of out-of-school experiences for pupil premium children

- Funding in place for children to participate in trips and enrichment activities

What are the key principles of your strategy plan?

Our key principle of the strategy is to support pupils in Reception so that they are ready for school. Throughout EYFS and KS1, a greater emphasis is placed on speech and language and phonological support to ensure that this gap is reduced by the end of KS1. As they enter KS2, a greater emphasis is placed on targeted focus groups in maths and literacy to build upon previous attainment.

Wellbeing of pupils within our school is important so funding is allocated towards pastoral support through a role of the School Link Assistant, the Senior Leadership Team and a specialist Art Therapist.

Additionally, we believe that all children have the right to access a wide range of experiences through subsidising the cost of residential, after school clubs and trips.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged children have less developed literacy skills than those from more prosperous households. This is also impacted by their lack of exposure to high-quality children's literature, leading to lower starting points and slower progress in subsequent years

2	Children from disadvantaged households are more likely to require speech and language support.
3	Children from disadvantaged households are more likely to require additional support with regards to their personal and social skills and emotional well-being
4	Typical barriers associated with an area of relative deprivation e.g. housing, parental capacity to support learning, access to facilities for remote home learning, school readiness
5	During the Lockdowns of 2020 and 2021, some children have been unable to access some aspects of the curriculum, even when supported by the school, leading to gaps in knowledge and understanding of learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To diminish the attainment gap between disadvantaged and 'other' pupils at the end of EYFS	<ul style="list-style-type: none"> • Pupil premium children are in line with national for GLD • High quality teaching and learning for all pupils • Identified pupils to receive effective interventions and progress monitored • Access to high quality provision within the indoor and outdoor setting to promote language, opportunities for writing, developing social and emotional skills and self-regulation
Reduce the gap in attainment at the end of KS2 for pupil premium children to be at least in line with national 'other'	<ul style="list-style-type: none"> • High quality teaching and learning • Increase the number of pupil premium children achieving ARE in reading, writing and maths
For children to pass the phonics screening check in Years 1 and 2 or make at least 10 points progress from their Phonic baseline	<ul style="list-style-type: none"> • Regular phonic assessments throughout the year • Access to high quality teaching of Letters and Sounds including REACh2 staple diet • Increase the number of pupil premium children achieving the expected standard at the end of the Year 1 screen. • Early Reading Leader to monitor the phonics provision throughout the year and provide CPD where needed

	<ul style="list-style-type: none"> • Parental workshops to discuss how best to support their child at home • Access to decodable books based on the child's phonic phase
Improve the academic attainment of pupils, including pupil premium children, impacted by the 2020 and 2021 lockdown.	<ul style="list-style-type: none"> • Increase the proportion of pupils, including pupil premium, achieving ARE in Reading, writing and maths • Access to high quality teaching
Increase parental engagement in their children's learning for families eligible for pupil premium funding	<ul style="list-style-type: none"> • Reading workshops for parents to attend • Access to our School Link Assistant to support
Increase accessibility of out-of-school experiences for pupil premium children	<ul style="list-style-type: none"> • Subsidising the cost of trips, residentials and local events • Access to after school clubs, reducing financial barriers

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 41,382

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher in Year 6 (5 mornings only)	The Education Endowment Foundation guide to Pupil premium, states that <i>'good teaching is the most important lever schools have to improve the outcomes for disadvantaged pupils.'</i> Additionally, the guide explains that <i>'ensuring that an effective teacher that is at the front of every class, and that every teacher is supported to keep moving, is a key ingredient of a successful school.'</i> Additionally, school data from the previous academic year (see Part B), clearly displays the positive impact an additional teacher has on raising attainment.	1
Additional support from teacher (1 day a week) to support EYFS pupils with their readiness for school due to delayed language (based on environmental factors)	Education Endowment Foundation (EEF) recommends that schools prioritise language development through high quality child interactions and through activities that provide language acquisition leading to improved thinking and communication.	2, 4
Additional support and a HLTA (30mins every morning) to support EYFS pupils with their readiness for school due to delayed language (based on environmental factors)	Education Endowment Foundation (EEF) recommends that schools prioritise language development through high quality child interactions and through activities that provide language acquisition leading to improved thinking and communication.	2, 4
CPD for staff in EYFS, KS1 and Year 3 with a focus on Early Reading	As mentioned in the EEF report on Effective Professional Development 2021, supporting high quality teaching is imperative for improving the outcomes of pupils. Therefore, CPD should be well-designed, selected implemented depending on the individual.	1, 2 and 5

CPD for teachers with a focus on varied fluency and reasoning within lessons	EEF report on improving mathematics in EYFS and KS1 indicates 5 recommendations: 1) Develop practitioners' understanding of how children learn mathematics 2) Dedicate time for children to learn maths and integrate throughout the day 3) Use manipulatives and representations (Concrete, Pictorial and Abstract) 4) Teaching is building upon prior knowledge 5) High quality targeted support	5
Implementation of the RSE Curriculum across the school	PSHE curriculum has been implemented in the previous academic year. Continue to monitor impact of planning, sequence and content of lessons on pupils' wellbeing	3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 47,283

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional session for pupils in Year 6 focusing on reading, writing and maths – 1 day in school during Easter	Historically, this approach has been used by the school to identify specific pupils who would benefit from smaller, group sessions with a particular focus on certain elements in reading and maths.	1
STEM based workshops to develop aspiration of pupils in years 3 and 4	Research to understand successful approaches to supporting the most academically able disadvantaged pupils (2018) identifies that schools who put in place interventions across these 4 areas (academic extension, cultural enrichment, personal development and removal of financial barriers) was collectively effective at ensuring disadvantaged pupils were more likely to be successful in school	4
Phonics booster sessions to take place in the Spring term, leading to improved outcomes of children	Additional adult to support with the phonics teaching in Year 1. Guidance from the EEF report shows that small group tuition has a potential impact of +4 months attainment gained.	2, 5

Tutoring for pupils in Year 6 leading to improved outcomes at the end of Year 6	Action Tutoring has been used by the school and their report in 2019-202 suggests that this leads to improved outcomes. In the report they state that the Education Endowment Foundation has calculated that an intense programme of one-to-one tuition could add as much as five months' progress to a young person's schooling.	1
Additional adult to support phonics teaching in Year 1 during the Spring term	EEF have researched the different types of interventions against their impact, cost and evidence. The findings concluded that phonics is an important component in early reading, particularly for children from disadvantaged backgrounds. Additionally, they note that <i>'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.'</i>	2, 5
Targeted adult support in maths for Year 5 pupils	Sutton Trust research into COVID-19 impacts: School Shutdowns recommends that disadvantaged pupils should have access to 1:1 or small group tuition to reduce the impact on school closures.	5
Year 3 adult to support pupils with delayed language	EEF have researched the different types of interventions against their impact, cost and evidence. One aspect they looked at was oral language interventions. Their findings concluded that: <i>'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.'</i>	2, 5
Targeted adult to support Year 4 pupils with reading, writing and maths	Sutton Trust research into COVID-19 impacts: School Shutdowns recommends that disadvantaged pupils should have access to 1:1 or small group tuition to reduce the impact on school closures.	5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art therapist to work with identified children	Over time, Eastbrook are aware of the importance Art Therapy can have on promoting confidence and boosting wellbeing. According to the Mental Health Foundation, <i>'the best part is that it helps people to improve their mental health through creativity. Making art is helping many people express themselves, without having to use words'</i> . School evidence shows that children appear happier in school, improved social interactions, and understand ways to cope when faced with challenges.	3
School Link Assistant to build positive relationships and wellbeing of parents and children	The role of the school link assistant in our school has been beneficial for pupils and families who require additional support during various points in their lives. Improving wellbeing, self esteem and confidence is vital and this is evidenced in 'Supporting the attainment of disadvantaged pupils in 2015'. This document highlights that in order for pupils to be fully engaged and access learning successfully, strong social and emotional support must be put in place.	3
Pastoral support provided by the Assistant Head for identified families	It has been noted by the school that some children require additional support from the SLT leading to improved attendance and resilience when faced with challenges (Internal data)	3
Subsidising after school club for pupils, leading to improved social skills	Providing funding for pupil premium children to attend after school club will lead to improved social skills, positive interactions with peers and enjoyment from pupils.	3, 4
Subsidising residentials and 11b411 initiatives	Providing funding for pupil premium children to take part in residentials and 11B411 initiatives will allow children to have equal opportunities leading to improved social skills, positive interactions with peers and enjoyment from pupils.	4
Subsidising uniforms	Providing funding for families who require additional support to purchase uniforms	4

Total budgeted cost: £ 119,635

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

- 1) *To diminish the attainment gap between disadvantaged and 'other' pupils by the end of EYFS – success criteria 4/10 to achieve GLD*

At the end of EYFS, teacher assessment indicated that 50% of pupil premium children (5/10) achieved GLD compared to 65% of others. Attainment gap currently stands at 15%.

- 2) *Writing attainment at the end of KS2 to be in line with national 'other'*

KS2 SATs did not take place during the academic year 2020-21. Therefore, teacher assessments indicated that 88% of disadvantaged pupils achieved the expected standard compared to 76% of others.

- 3) *For children to pass the phonics screening checks in years 1 and 2 or make at least 10 points progress*

Children in Year 2 carried out the phonics screening check in December 2020. 25% of disadvantaged pupils passed in December compared to 87% of others. By the end of summer 2021, where the school completed an internal phonics screen, data showed that 46% of disadvantaged pupils had met the pass mark compared to 85% of others.

In year 1, an internal school phonics screen took place. The data indicated that 29% of disadvantaged pupils had met the pass mark compared to 52% of other.

- 4) *Disadvantaged pupils to have access to age-appropriate platforms to support and help deliver effective home learning*

During the partial closure of the school in the Spring term, the following statistics were calculated:

- 50% of pupils who requested loaned CGP books from school were disadvantaged (9/18)
- 75% of pupils who requested loaned laptops from school were disadvantaged
- 32% pupils required printed home learning packs with the lesson plans and resources

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI	Government

Action Tutoring	National Tutoring Programme
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Adult in class and additional adult at playtime
What was the impact of that spending on service pupil premium eligible pupils?	Adults used to boost confidence, support socially and develop wellbeing during structured and unstructured times of the day

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.